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ABSTRACT

The manual describes a program in survival skills for use with delinquent youth. The program covers the following six areas of functional competency: interpersonal relations, occupational knowledge, consumer awareness, law, health, and community resources. The skills necessary for successful functioning are listed as communication, interpersonal relations, computation, and problem solving. The goal and objectives of each of the six areas of competency are outlined. A list of materials for teaching each of the areas is provided along with the reading difficulty grade level, availability of audio tapes, suitability for group or individual instruction, and the publisher. A sampling of the worksheets for each of the six knowledge areas is provided. (PHR)

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Note: This manual was developed under the direction of Charlie Ross - teacher, Osborne School, Juvenile Court School Department, Office of the Santa Clara County Superintendent of Schools.

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OSBORNE SCHOOL

URBAN SURVIVAL PROGRAM

The primary goal of Osborne School at the Juvenile Center in San Jose is to provide a continuing education for the students who are detained and denied all access to other sources of formal education.

Students come from throughout Santa Clara County's diverse cities; from Palo Alto in the North to Gilroy in the South. Total attendance is 8,000-10,000 throughout a 12-month school year with average daily attendance at 280 students. The school program is severely restricted by the fact that students stay in Osborne School for an average of only three weeks while a few stay as long as three months. The courses available include Urban Survival, Language Arts (for the intermediate level), Social Studies, Shop, Art, P.E., Math, Human Awareness (Family Life Education), and Home Economics.

Academic potential ranges from low average to gifted with a mean slightly below that of the national average. Both boys and girls range in age from 12 to 17 with the mode at 15 years. Student language skills are generally poor as is their awareness of their social environment. Over 50% of the students read below the sixth grade level with a third having specific learning disabilities contributing to their overall deficiencies. Most may be described as reluctant learners.

The Urban Survival (survival skills) program has been developed over the past two years. The course is based on the findings of the Adult Performance Level Project (APL) at the University of Texas in 1975.

Nationwide APL research made it clear what knowledge, skills, and problem-solving ability a person must have in order to function adequately as an adult. Only 50% of the adult population was found to be functionally competent. Overall, approximately one-fifth of U.S. adults are functioning with real difficulty.

After two years of experience at Osborne School, we find there are few students in Juvenile Hall who demonstrate competency in all survival skills identified in the APL study. The vast majority have readily identifiable deficiencies in several knowledge areas. These findings make the survival skills approach appropriate for the real needs of the students we serve.

All activities have been categorized under knowledge areas and skills. The knowledge areas are:

1. interpersonal relations
2. occupational knowledge
3. consumer awareness
4. law
5. health
6. community resources

Within these general areas of knowledge, there are skills necessary for successful functioning. These fall into four areas:

1. Communication (reading, writing, speaking and listening).
2. Interpersonal Relations (personal acceptance, personal responsibility for actions, verbalization of feelings).
3. Computation (basic math and money management).
4. Problem-solving (determining consequences of action, decision-making skills).

Interpersonal relations is seen as both an area of knowledge and as a skill. A person may have the knowledge necessary to properly approach his/her employer about a problem at work, but he/she may not have the required level of trust and self confidence (skills) to initiate a resolution by talking with this person.

When a student first enters the Urban Survival class, he/she is given the APL High School Survey. Results of this 40-item test gives an indication of the student's functional competency in five knowledge areas: community resources, occupational knowledge, health, government and law, and consumer economics; and an indication of strengths and weaknesses in five skill areas: reading, identification of facts and terms, writing, computation and problem-solving.

The student is then assigned individual work from the learning materials list in the area(s) of his/her relative weakness. Should further assessment be needed, one of the APL Content Area Measures may be given in a specific area such as law or occupational knowledge. If there is doubt about the student's visual strengths relative to auditory strengths, the Visual Aural Digit Span test may be given.

In each area throughout the Urban Survival curriculum, we have developed, selected and adapted material for students with a wide range of learning abilities, including material for auditory and/or visual learners. For example, a student who is working in personal finances may prefer to learn how to manage a checking account by watching a sound filmstrip rather than reading the same information from a workbook.

Objectives in the following pages under the heading "Interpersonal Relations" are directly addressed during group activities and discussions two days a week. The focus may vary from values clarification to role playing personal conflicts to perhaps video taped job interviews. Three days a week are spent on individual assignments in the areas of relative weaknesses indicated on the APL High School Survey.

The Survival Skills Program is designed primarily to assist students in learning skills that will clearly make them more competent adults no matter what vocation they may choose. It may be used for short-term or long-term programs. In addition, the curriculum overlaps nicely the AB 65 proficiency standards developed by many districts for graduating high school seniors.

URBAN SURVIVAL COURSE OBJECTIVES

INTERPERSONAL RELATIONS

GOAL: To promote an awareness of what actions give value to a relationship with self and others.

OBJECTIVES:

1. To demonstrate consideration of others during all activities in the classroom.
2. To be aware of the basic needs common to all people and the diverse ways these needs may be met.
3. To outline basic emotions and be able to identify the experience of some emotions and to express appropriately some of the emotions experienced.
4. To identify the characteristics of good employee-employer, worker-co-worker, and employee-customer relationships, and be aware of the skills necessary to resolve conflicts.
5. To identify the behavior and values that support rewarding relationships.
6. To outline the process of effective verbal and non-verbal communications.
7. To identify and clarify values and attitudes that each person feels are important to pass on to children.
8. To identify re-occurring patterns of behavior that have not produced satisfaction and to outline behavior that might be more satisfying.
9. Given the fact that consequences of behavior are determined by laws of relationships, the students will discuss what laws of relationship each person has discovered.

COMMUNITY RESOURCES

GOAL: To allow the students to gain the necessary knowledge to make transportation systems and community resources work for them.

OBJECTIVES:

1. To understand and use the California Vehicle Code Summary regulations concerning safety, courtesy, insurance, etc.
2. To be able to fill out forms commonly used in health care, travel, employment and municipal services.
3. To know how to use a directory of social agencies.
4. To be able to extract useful information from newspapers, e.g., movie and T.V. schedules, classified ads, cultural events, travel, hobbies, etc.
5. To know how to interpret and/or use numerical information presented on a map.
6. To be able to interpret information on a printed bus, plane or train schedule.
7. To be able to extract pertinent information from a telephone directory, e.g., government agencies, health clinics, libraries, municipal pods, travel services, employment agencies, etc.
8. To be able to appropriately use an index.

OCCUPATIONAL KNOWLEDGE

GOAL: To develop the students' knowledge of occupations and job seeking skills so their chances of getting a rewarding job are increased.

OBJECTIVES:

1. To identify sources of information which may lead to employment.
2. To identify sources of education and training for future careers.
3. To identify realistic possibilities for future careers.

4. To prepare a satisfactory job application and show appropriate conduct in a mock job interview.

5. To know standards of responsibility necessary to maintain employment and gain physical, mental, and emotional satisfaction.

6. To know financial and legal aspects of employment.

LAW

GOAL: To develop the student's awareness of the laws which define personal rights and obligations and the rationale behind these laws.

OBJECTIVES:

1. To demonstrate a basic knowledge of individual rights under the Constitution of the United States.

2. To demonstrate an awareness of California Juvenile Court proceedings.

3. To show some knowledge of the legal relationship between parents and their children.

4. To outline the regulations governing youth employment.

5. To obtain a working knowledge of the legal responsibilities implicit in the operation of a motor vehicle.

6. To be aware of the legal responsibilities of the individual regarding income tax.

7. To be able to outline the laws against illegal drugs.

HEALTH

GOAL: To promote sound mental and physical health practices.

OBJECTIVES:

1. To list or describe medical and health services in the community.

2. To understand general child rearing practices and procedures necessary for mental and physical health.

3. To understand federal control of various drugs and to understand how public opinion influences this control.

4. To know the elements of a healthful diet and to be able to plan meals accordingly.

CONSUMER AWARENESS

GOAL: To demonstrate an awareness of sound money management principles.

OBJECTIVES:

1. To be able to count money, convert coins and currency, and to make change.

2. To build a basic oral and written consumer economics vocabulary.

3. To be aware of the fundamental principles of money management including the basis of wise consumer purchasing.

4. To use catalogs, indexes, consumer guides and telephone directories to select goods and services.

5. To be able to explain advertising techniques and to recognize appropriate and inappropriate forms of selling and advertising.

6. To explain the processes of comparison shopping.

7. To be able to list factors that affect costs of goods and services and to make purchases accordingly.

8. To know how to buy a car intelligently.

9. To demonstrate a working knowledge of credit buying, interest rates, and charge accounts.

10. To demonstrate ability to write checks and balance a checking account and know the principles of sound checking account use.

INTRODUCTION

"Level" indicates approximate reading difficulty by grade level.

"+" or "-"

1. indicates the presence or absence of an audio tape.
2. Indicates whether the item is useable or not useable for individualized and group instruction.

The publishers complete addresses may be found in the "List of Publishers."

KNOWLEDGE AREA: INTERPERSONAL RELATIONS

UNIT	Topic or Title	LEVEL	TAPE	INDIVIDUAL	GROUP	PUBLISHER
1.	The School Aged Parent Set 3 audio-filmstrip #5 Developing Self-Confidence	All	+	+	+	Parents Magazine
2.	Set 1 audio-filmstrip #2 Social Pressures	All	+	+	+	"
3.	Set 1 audio-filmstrip #1 Who Are They	All	+	+	+	"
4.	Set 1 audio-filmstrip #3 Living Arrangements	All	+	+	+	"
5.	Set 1 audio-filmstrip #3 New Responsibilities- New Life Styles	All	+	+	+	"
6.	Set 1 audio-filmstrip #5 Pursuing Personal Goals	All	+	+	+	"
7.	Set 2 audio-filmstrip #1 Emotional Support	All	+	+	+	"
8.	Set 4 audio-filmstrip #3 Parenthood Its Challenges & Rewards	All	+	+	+	"
9.	Set 4 audio-filmstrip #3 Parent Child Relationship	All	+	+	+	"
10.	Set 4 audio-filmstrip #4 Moving Towards Self-Sufficiency	All	+	+	+	"
11.	"How to Put Up With Parents" Thomas Snagey 126 pages Book with questions after each chapter	8	-	+	+	Facilitation House
12.	Your Family 2 copies, 96 pages Getting along in Marriage, Guiding children, feelings	6	-	+	-	Steck Vaughn
13.	Getting Together, 15 copies 160 pages, problems you face, family, boys & girls.	5	-	+	+	Scholastic Books

KNOWLEDGE AREA: INTERPERSONAL RELATIONS (continued)

UNIT	Topic or Title	LEVEL	TAPE	INDIVIDUAL	GROUP	PUBLISHER
14.	Getting It Together, 176 pages, 15 copies, Psychology: Personality, body, family, drugs, sex	5	-	+	+	Scholastic Books
15.	The Laundry Works, Affective Education Handbook, 98 pages	n/a	-	-	+	Santa Clara County Office of Education
16.	Values Clarification, Simond, Sidney, 400 pages, a handbook of practical strategies	n/a	-	-	+	Hart Publishing
17.	T.A. for Teens, 238 pages, Free, Alvyn M.	n/a	-	+	-	Jalmar Press

KNOWLEDGE AREA: COMMUNITY RESOURCES

UNIT Topic or Title	LEVEL	TAPE	INDIVIDUAL	GROUP	PUBLISHER
1. California State Department of Motor Vehicles	5	-	+	-	Department of Motor Vehicles
2. Vehicle Code Summary With written driver's test keyed to vehicle code pamphlet					
3. Topic Folders - self-scoring	3-4	-	+	-	Scholastic Books
T.V. Schedules Newspaper Index Newspaper Weather Report Newspaper Fact or Opinion Newspaper News Story Index, Directions Graphs Timetables Newspaper: Reading a Sports Story Newspaper: Help Wanted Ads Indexes of Books Application for Driver's License Social Security Applications Application for Medical Assistance Civil Service Application Auto Loan Application Train Schedules Directions to Locations Recipe Directions How To Clean Curtains Reading Graphs Highway Signs Building Directory Labels & Directions (2) Ordering By Mail Telephone Book					
4. Survival Education California	4-6	-	+	+	Binford & Mort
Road Maps Page 111 Using a Mail Order Catalogue Page 119 Registering to Vote Page 124 How to Get a Copy of Your Birth Certificate Page 128 Accident Report Forms Page 131 Your Telephone Book Page 137 Reading Bus Schedules Page 141					

KNOWLEDGE AREA - COMMUNITY RESOURCES (continued)

UNIT Topic or Title	LEVEL	TAPE	INDIVIDUAL	GROUP	PUBLISHER
Success in Everyday Living Series					
5. An Introduction to Everyday Skills 160 pages, (green book) menus, time zones, maps, yellow pages, bus schedules, catalogs, etc. Telling time.	3	-	+	-	Motivational Development
6. Skills for Everyday Living, 146 pages calendars, phone calls, bus schedules, postal services, metric systems, social security.	4	-	+	-	"
7. Skills for Everyday Living, 97 pages (blue book) mileage charts, road maps, thermometers, ordering by mail.	5	-	+	-	"
8. Your Daily Paper, 64 pages index, news, food, weather, ads, vocabulary, editorials, sports, etc.	6				New Readers Press
9. Read the Instructions First 60 pages, first aide, household products, telephone book, driver's license, etc.	3-4	-	+	-	New Reader's Press
10. How To Read a Map pamphlet, tape, worksheet	5	+	+	+	Relevant Productions Inc.
11. How To Read Schedules bus, train, airline schedules, filmstrip and tape & worksheet	3	+	+	+	Interpretive Education (Lakeshore)
12. How to Read Classified Ads in the newspaper filmstrip/tape and worksheet	3	+	+	+	"
13. Using the Telephone Book	3				
14. #1 Map Reading, 24 worksheets directions, legends, distance, mileage, insets	3	-	+	+	Milliken (Lakeshore)
15. #2 Map Reading, 24 worksheets city size, interstate highways, interstate directions, by-passes Review	3	-	+	+	"

KNOWLEDGE AREA: COMMUNITY RESOURCES (continued)

	UNIT Topic or Title	LEVEL	TAPE	INDIVIDUAL	GROUP	PUBLISHER
16.	The Law and Your Pocketbook swindles, F.T.C., small claims, legal aid	All	+	+	+	Doubleday
17.	Let's Look It Up, 60 pages dictionary's, glossarys, encyclopedias, graphs, food charts, calendars, telephone book, catalogues, interstate bus schedules, tourist guidebook	6	-	+	-	New Readers Press
18.	The Handbook for Youth In Santa Clara County Whom to call: crisis intervention, hotlines, basic needs; group homes, counseling, employment & vocational training, legal services, pregnancy related services juvenile law, AB 3121	3	-	+	+	Santa Clara County

KNOWLEDGE AREA: OCCUPATIONS

UNIT	Topic or Title	LEVEL	TAPE	INDIVIDUAL	GROUP	PUBLISHER
1.	The School Aged Parent Series Set 3 audio-filmstrip #3 Employment Possibilities	All	+	+	+	Parents Magazine
2.	Set 3 audio-filmstrip #2 Getting an Education	All	+	+	+	"
3.	Set 1 audio-filmstrip #5 Pursuing Personal Goals	All	+	+	+	"
4.	Set 2 audio-filmstrip #2 Finding Day Care	All	+	+	+	"
5.	Set 4 audio-filmstrip #5 Looking Ahead	All	+	+	+	"
6.	Discovery: A Career Education Program Series - goals, career fields, personalities,	4	-	+	+	Scholastic Book
7.	Careers in Trucking Companies 22 pages, sales, freight, maint., etc.	6	-	+	-	Ford Motors
8.	Understanding the Automobile 86 pages	6	-	+	-	Follett
9.	Working With Others 1 copy, 80 pages, Finding a job opening, interview, getting along, withholding forms	5	-	+	-	Steck Vaughn
10.	How To Get a Job & Keep It 64 pages, Applications, job interviews, job information	5	-	+	+	Steck Vaughn
11.	Listening for Instructions worksheet on verbal directions	All	+	+	-	Singer
12.	Following Written Directions worksheet	All	-	-	+	Singer
13.	The Jobs Book: How To Find and Keep A Job 94 pgs. 1976	4	-	+	-	Scholastic Book
14.	Jobs, 108 pgs. A programmed text	4	-	+	-	BRL

KNOWLEDGE AREA: OCCUPATIONS (continued)

UNIT	Topic or Title	LEVEL	TAPE	INDIVIDUAL	GROUP	PUBLISHER
15.	Singer Job Survival Skills					
	Unit I Introduction FS	All	+	+	+	Singer
	Unit II Education & Training FS	All	+	+	+	"
	Unit III From Which Point of View	All	+	+	+	"
	Unit IV Self-Concept & Employment	All	+	+	+	"
	Unit V Communication FS	All	+	+	+	"
	Unit VI Your & Your Supervisor FS	All	+	+	+	"
	Unit VII You & Your Co-Workers FS	All	+	+	+	"
	Unit IX Job Seeking Skills FS	All	+	+	+	"
	Unit X Personal Appearance	All	+	+	+	"
	Unit XI Resume' FS	All	+	+	+	"
	Unit XII Application FS	All	+	+	+	"
	Unit XIII Interview FS	All	+	+	+	"
	Unit XIV Summarizing FS	All	+	+	+	"
	Unit XV Individual Assessment FS	3	-	+	+	"
16.	Fact or Opinion Worksheet	All	-	-	+	"
17.	Listening for Sequence Listening skills work sheet	All	-	-	+	"
18.	Job-O Career Preference Test	4	-	+	+	Job-O
19.	Social Security Application		-	+	-	Scholastic Book
20.	Civil Service Application		-	+	-	"
21.	Survival Education, Calif. Wrkbk.	4	-	+	-	Binford & Mort
	Want ads: Finding a job Page 22					
	Job Application forms Page 31					
	Employee's Withholding Page 39					
	Work permits Page 41					
	Working hours & pay Page 43					
	Wage Deductions Page 47					
	W-2 Page 53					
	Income taxes Page 51					

KNOWLEDGE AREA: LAW

UNIT Topic or Title	LEVEL	TAPE	INDIVIDUAL	GROUP	PUBLISHER
1. The School Aged Parent Set 3 audio-filmstrip #1 plus Pamphlet, Understand the Law	All	+	+	+	Parent Magazine
2. Youth and the Law pamphlet 32 pages, Family law, drugs, juvenile court criminal saw, etc.	8	-	+	+	1973 Palo Alto Jaycees
3. Rights: Shapiro 190 pages Your rights under the constit.	8		+		SRA
4. "Kinds of Crime" 15 copies 5 pages Vocabulary & Comprehension: legal terms	5	-	+	+	"
5. The Vandals 4 pages, 12 cps. Case w/questions on burglary	6	-	+	+	"
6. Juveniles Have Rights Too 1 copy, 94 pages, Case stories w/questions & vocabulary	7	-	+	-	Fearon Publishing Co.
7. You Can Change the Law 1 copy, 94 pages, Case studies	7	-	+	-	"
8. Mini Case: Left Out Common law wife for discussion	5	-	+	+	"
9. Mini Case: Possession Ownership of gifts for discussion	5	-	+	+	"
10. Mini Case: The Dependents Juvenile motherhood for disc.	5	-	+	+	"
11. Mini Case: Who Goes Where Divorce from children's point of view for discussion	5	-	+	+	"
12. You and The Law tape, pamphlet and worksheet	4	+	+		Relevant Productions
13. Mini Case: The Unremembered Assault on a police officer	5	-	+	+	Fearon Publishing, Belmont
14. Mini Case: A Burning Issue Prospective tort for discussion	5	-	+	+	"

KNOWLEDGE AREA: LAW (continued)

UNIT	Topic or Title	LEVEL	TAPE	INDIVIDUAL	GROUP	PUBLISHER
15.	Mini Case: Revolt	5	-	+	+	Fearon Publishers, Belmont
16.	Consumer Law The Right To Choose pamphlet & work sheet Monopoly, Fair Trade, Federal Regulation	8	-	-	+	CTES
17.	The Right to Be Informed pamphlet & work sheet contracts, frauds, laws	7-8	-	-	+	"
18.	The Right To Safety pamphlet of case studies consumer product, safety commission, laws - powers	7-8	-	-	+	"
19.	The Right To Be Heard pamphlet & work sheets redress grievances	8	-	-	+	CTES
20.	The Law and Your Pocket Book Swindles, F.T.C., Small Claims Legal Aid	All	+	+	+	"
21.	Reaching The Age of Responsibility Tape, pamphlet and work sheet contracts, credit, individual rights.	6	+	+	+	Relevant Productions
22.	Civil Justice Book with pre and post tests, work sheets and teacher's guide. Vocabulary exercises. Discussion questions, problem solving, consumer law, credit law, complaints, cease and desist, FTC credit, Small Claims Court.	5	-	+	+	Scholastic Books
23.	Criminal Justice, Book with pre-post tests, worksheets, teacher's guide, vocabulary exercises, discussion questions, problem solving, juvenile crimes, white collar crimes, criminal justice system, police, constitutional rights	5	-	+	+	"

KNOWLEDGE AREA: HEALTH

UNIT	Topic or Title	LEVEL	TAPE	INDIVIDUAL	GROUP	PUBLISHER
1.	The School Aged Parent: Prenatal Health Needs, Set 2 audio-filmstrip #3	All	+	+	+	Parents Magazine
2.	Keeping the Baby Healthy Set 2 audio-filmstrip #4	All	+	+	+	"
3.	Family Planning Set 2 audio-filmstrip #5	All	+	+	+	"
4.	Guiding The Child's Growth Set 4 audio-filmstrip #2	All	+	+	+	"
5.	Parent Child Relationship Set 4 audio-filmstrip #1	All	+	+	+	"
6.	Looking Ahead Set 4 audio-filmstrip #5	All	+	+	+	"
7.	We Are What We Eat 2 copies 92 pages, reading skills plus home management skills.	4	-	+	-	Steck Vaughn
8.	Be Good To Your Baby Before It Is Born, 16 pages 1 copy	6	-	+	-	March of Dimes
9.	Medicine Labels - self scoring topic folder	3	-	+	-	Scholastic Book
10.	Here's To Good Health 342 pages, 1973, Starr, Stanley first aide, V.D., highway safety, drugs, nutrition, cigarettes, etc.	5	-	+	+	CEBCO Standard

KNOWLEDGE AREA: CONSUMER AWARENESS/FINANCES

UNIT Topic or Title	LEVEL	TAPE	INDIVIDUAL	GROUP	PUBLISHER
1. Consumer Fraud worksheet	All	-	-	+	KTEH-Consumer Course
2. All American Consumer market surveys, advertising consumer protection	All	+	+	+	Doubleday
3. Your Money: Now You See It Now You Don't cash vs. credit, paycheck deductions	All	+	+	+	Doubleday
4. How To Be A Loser consumer fraud films, tape	4	+	+	+	Doubleday
5. Decisions Decisions labels, shopping hints, filmstrip, tape	All	+	+	+	Doubleday
6. Getting Ahead of The Game savins & investments, life insurance, real estate	4	+	+	+	Doubleday
7. The Law and Your Pocketbook swindles, F. T. C., small claims, legal aid	All	+	+	+	Doubleday
8. Safeguards for Shoppers guarantees tags and labels class activity materials	5	-	-	+	CTES Changing Times
9. How To Use Advertising how to read an ad, emotional appeals, teaching guides	4	-	-	+	CTES
10. What You Should Know About Insurance tape, pamphlet & worksheet	5	+	+	+	Relevant Productions, Inc. (Lakeshore)
11. Ads Talk tape, pamphlet & worksheet	4	+	+	+	Relevant Productions, Inc. (Lakeshore)
12. Avoiding Gyps & Frauds pamphlet 8 real-life cases	8	-	+	+	CTES

KNOWLEDGE AREA: CONSUMER AWARENESS/FINANCES (continued)

UNIT	Topic or Title	LEVEL	TAPE	INDIVIDUAL	GROUP	PUBLISHER
13.	Consumer Law pamphlet & work sheet Monopoly, Fair Trade, Federal Regulation	8	-	+	+	CTES
14.	The Right To Be Informed pamphlet & work sheet contracts, frauds, laws	7-8	-	-	+	CTES
15.	The Right To Safety pamphlet of case studies consumer product, safety commission, laws - powers	7-8	-	-	+	CTES
16.	The Right To Be Heard pamphlet & worksheets redress grievances	8	-	-	+	CTES
17.	Personal Checking Account by Betty Sullivan Learning activity package	3	-	+	+	Unigram Pro-ductions
18.	Using Credit Cards tape & filmstrip	All	+	+	+	EBEC
19.	Balancing & Checking Account tape & filmstrip	All	+	+	+	EBEC
20.	Operating A Checking Account tape & filmstrip	All	+	+	+	EBEC
21.	Overdrawn Checking Account tape and worksheet	4	+	+	+	Relevant Productions
22.	Survival Education California Checking Accounts Page 59 Signature card Page 60 Deposit Slips Page 61 Deposit Receipts Page 64 Writing Checks Page 65 Balancing Page 67 Deposit Slips Page 89	4-5	-	+	-	Binford & Mort
23.	The School Aged Parent making financial arrangements audio filmstrip #4	All	+	+	+	Parents Magazine

KNOWLEDGE AREA: CONSUMER AWARENESS/FINANCES (continued)

UNIT	Topic or Title	LEVEL	TAPE	INDIVIDUAL	GROUP	PUBLISHER
24.	New Fabrics, New Clothes, and You 2 copies 92 pages tags, fabrics, shopping tips	6	-	+	-	Steck Vaughn
25.	Where Does the Money Go? 2 copies 94 pages rent, change, bills, contracts, finance charges, etc.	3	-	+	+	Steck Vaughn
26.	Buying Guides 1 copy 112 pages How to Buy Wisely: clothes, food, home furnishings, etc.	4	-	+	-	Steck Vaughn
27.	Family Money Management 96 pages 2 copies paycheck statements, credit, budgets	4	-	+	-	Steck Vaughn
28.	Book I It's Your Money 1 copy 98 pages math, money problems, deductions, overtime, budgets, shopping	6	-	+	-	Steck Vaughn
29.	Book II It's Your Money 2 copies 92 pages math skills, loans, auto insurance, life insurance, Social Security	6	-	+	-	Steck Vaughn
30.	Money saver book Sales & Service 64 pages 1 copy, "How Not To Get Taken"	5	-	+	-	Optima Publishing Co.
31.	Anatomy of Your Car 64 pages 1 copy	5	-	+	-	Optima Publishing Co.
32.	Brakes 64 pages 1 copy care & feeding of brakes	5	-	+	-	"
33.	Tires 64 pages 1 copy care & feeding	5	+	+	-	"
34.	Stranded 64 pages 1 copy How to get your car out of emergencies	5	-	+	-	"
35.	Money Saver Book 64 pages 1 copy Recreation Vehicles wise use, buying & renting	5	-	+	-	"

KNOWLEDGE AREA: CONSUMER AWARENESS/FINANCES (continued)

UNIT	Topic or Title	LEVEL	TAPE	INDIVIDUAL	GROUP	PUBLISHER
36.	Highway Survival 64 pages 1 copy	5	-	+	-	Optima Publishing Co.
37.	Understanding the Automobile 86 pages, 1 copy	6	-	+	-	Follett
38.	Tires, Their Selection And Care	6	-	+	-	U. S. Department of Commerce
39.	Topic Folders, Self-scoring					
	Applicance Safety		-	+	-	Scholastic Book
	Advertising		-	+	-	
	Auto Loan application		-	+	-	
	Unit Pricing		-	+	-	
	Advertising, What Are We Really Buying		-	+	-	
	Ordering by Mail		-	+	-	
	Medicine Labels (2)		-	+	-	
	Telephone book		-	+	-	
	Advertising: What's Being Advertised		-	+	-	
	Checking & Savings Accounts		-	+	-	
	Guarantees & Warranties		-	+	-	
	Classified ads - apartments		-	+	-	
	Read before you sign - contracts		-	+	-	
40.	Survival Education, California Workbook	4-5	-	+	+	Binford & Mort
	Loans & Credit Page 92					
	Loan Note Page 93					
	Installment Loans Page 101					
	Loan Applications Page 108					
	Truth in Lending Page 109					
41.	Survival Education, California Workbook	4-5	-	+	+	Binford & Mort
	A Place to Rent Page 6					
	Temporary Living Page 6					
	Permanent Living Page 9					
	Landlord'd & Tenant's Responsibilities Page 13					

KNOWLEDGE AREA: CONSUMER AWARENESS/FINANCES (continued)

UNIT	Topic or Title	LEVEL	TAPE	INDIVIDUAL	GROUP	PUBLISHER
42.	Banking Budgeting & Employment Workbook, 42 pages, Checking Savings, Banking Budgets with Puzzles	4	-	+	-	Frank E. Richards, Publisher
	Skills for Everyday Living Series:					
43.	An Introduction to Everyday Skills, 160 pages (green) Making Change, How to Use Percents, Comparing Prices, Sales Slips	3	-	+	-	Motivational Development
44.	Skills for Everyday Living 145 pages (red) Sales Slips, Making Change, Metric System, Percent in Marketplace, Comparing Prices, Social Security, Savings Accounts	4	-	+	±	"
45.	Skills for Everyday Living 97 pages (blue) Change, Board feet, Grocery Ads, Checking Accounts, Paying Bills, Credit Cards, Buying Used Cars, Income Tax	5	-	+	-	"

SURVIVAL SKILLS WORKSHEETS

The following worksheets are selected examples from each of the six knowledge areas: Interpersonal Relations, Community Resources, Occupational Knowledge, Law, Health, and Consumer Awareness.

INTERPERSONAL RELATIONS

MASCULINITY – FEMININITY

1. List five character traits that are "masculine." (e.g., strong)

   1) 4)

   2) 5)

   3)

2. List five character traits that are "feminine." (e.g., sensitive)

   1) 4)

   2) 5)

   3)

3. List three "masculine" jobs.

   1) 2) 3)

4. List three "feminine" jobs.

   1) 2) 3)

5. Write down five "masculine" and five "feminine" words.

   1) 1)

   2) 2)

   3) 3)

   4) 4)

   5) 5)

6. List three products with very masculine or feminine sounding names.

   1) 2) 3)

7. What three colors are the most "masculine" for you?

   1) 2) 3)

8. What three colors are the most "feminine" for you?

   1) 2) 3)

9. How do some people show their manhood or their womanhood?

   _____

   _____

   Why do they feel it is necessary?_____

   _____

An Agreement That Was Hard to Keep"

Responsibility
An Innerchange Circle Session

33b

Objectives:

to allow students to identify and discuss commitments they made which were difficult to honor. They may also become more aware of choices they have in the area of accepting responsibility.

Stating the topic:

"Today the topic is '*An Agreement That Was Hard to Keep.*' This can be any kind of agreement—a promise, a contract, a commitment, etc. Notice that you can go either way with this topic; you can talk about how you did keep your promise, even though it was difficult, or you can talk about a time when you did not follow though on your word because it was too difficult.

"Some of the key words here, as you may have noticed, are 'agreements,' 'promise,' 'contract,' 'commitment,' 'follow through,' and 'your word.' They all relate to a time when you accepted responsibility for something, and you let someone know you could be counted on. Maybe this was something that didn't seem so overwhelming at first, but after you got into it, you found out that it was a huge task. Or maybe you knew right from the beginning what you were getting into. Either way, think it over and then, if you will, tell us about it. The topic is '*An Agreement That Was Hard to Keep.*' "

Optional discussion question:

1. "How did you feel about the agreement when you realized it would be hard to keep? Did you take it seriously?"

Cognitive summary (final 2-8 minutes)

1. "In what way do you think this topic relates to responsibility?"
2. "What did you notice or learn in this session that you would like to mention?"

FOR YOUR NOTES:

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COMMUNITY RESOURCES

LESSON 1

There are twelve months in a year. These are the twelve months.

January	**April**	**July**	**October**
February	**May**	**August**	**November**
March	**June**	**September**	**December**

Make a calendar.

Write the name of this month and the number of this year at the top.

Write the names of the days of the week.

Sunday						

Building language skills—Vocabulary: Introduce the names of the months and the use of the calendar. Many of these words are irregular in spelling and must be learned as sight words. Do not expect your students to master the pronunciation or learn the words in one class period. Review them often until they are learned. Bring a calendar to class, and explain how it is used. Then help the students write the current month and year and make their own calendar in the book. Point out that the first day of the month does not necessarily fall on Sunday.

WELCOME NEIGHBOR!

THIS IS YOUR LAUNDRY AWAY FROM HOME

. . . INSTRUCTIONS . . .

1. Obtain change at money changer.

2. Obtain soap or detergent, bluing or bleach at dispenser.

3. Sort laundry as you would at home, into average tub loads (approx. 9 lbs.).

4. Set temperature control on your washer to either "HOT" or "WARM" according to the type load being washed.

5. Start washer by placing 25¢ in meter coin chute and pushing in slide.

6. While tub is filling:
- A- add soap or detergent
- B- Add bluing or bleach if wanted
- C- Load tub with laundry, distributing uniformly, close lid

7. Remove laundry after washing cycle is completed.

8. Place laundry in dryer, close door. (Dryer will hold 3 washer loads.)

9. To start dryer insert 10¢ in meter box. (Allowing approx. 10¢ for each washer load being dried.)

10. Remove your clean laundry when dry.

SEE YOU NEXT WEEK!

9. Laundromat

1. How much does it cost to wash one load of clothes?_____

2. About how many pounds of laundry can you put in one washer?_____

3. What two choices do you have for water temperature?_____

4. How many washer loads can you put in one dryer?_____

5. When should the clothes be put in the washer?

_____

6. How much money must you put in the dryer to get it started?_____

7. How much would it cost to wash three loads of clothes?_____

8. When should the soap or detergent be added to the washer?

_____

What do you think?

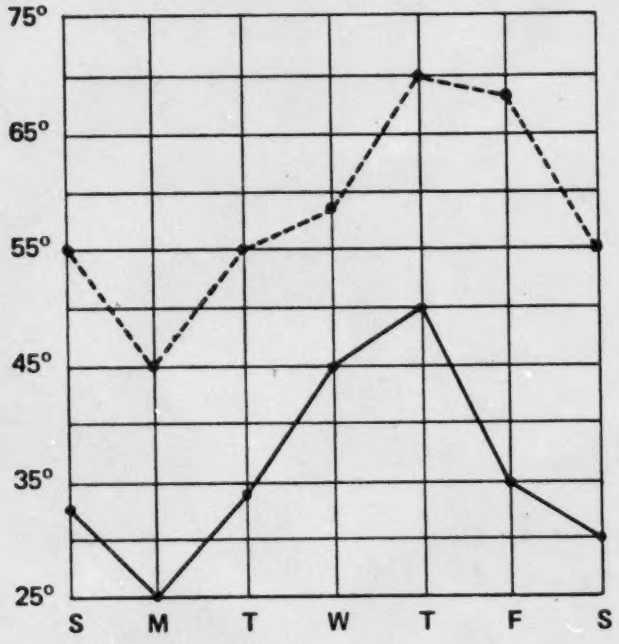
9. Should you stay at the laundromat until your clothes are finished? Why?

_____

10. What type of laundry would you wash with hot water?

_____

Daily High and Low Temperatures for the Week of June 17 - 23



-------- High Temperature ———— Low Temperature

10. Line Graph

1. What is the title of this graph?

_____

2. Will this information be true for the week of December 17-23?

_____

3. What do the letters at the bottom of the graph mean? Beginning and ending with what?

_____

4. Where are the temperatures?_____

5. How hot was it at midnight on Tuesday?_____

6. Label the solid line and the broken line on the graph. What days have the same high temperature? What is it?

_____

7. On what day was the highest temperature recorded? What was it? What date was that?

_____

8. What happened to daily temperatures from Monday to Thursday?

_____

9. What was the difference between the low temperature on Wednesday and the low temperature on Saturday?

_____

What do you think?

10. Which is more clear—this information as a graph or written in a paragraph? Why?

_____

_____

OCCUPATIONAL KNOWLEDGE

REQUEST FOR WORK PERMIT - Assignment # 1:

Below is a Request for Work Permit and Statement of Intent to Employ Minor. Complete the first line under item # 1, and the first line under item # 2.

(When you are required to fill in this form, you must take it to your employer. He will fill in the first section, your parent or guardian will complete the second section, and then you will take it back to your school official, who will complete the lower section and send your request in for processing. Don't forget to take your birth certificate with you when making application.)

Request for Work Permit and Statement of Intent to Employ Minor

San Diego City Schools
Department of Work Permits
Career Development Services Department

NOT A WORK PERMIT

4100 Normal Street
San Diego, CA 92103
293-8259

1. STATEMENT OF EMPLOYER – I intend to employ

MINOR'S NAME	HOME ADDRESS	CITY	ZIP CODE	TEL.
NAME OF BUSINESS	BUSINESS ADDRESS	CITY	ZIP CODE	BUS. TEL

TYPE OF BUSINESS	KIND OF WORK MINOR WILL DO	WAGES PER HOUR / AFTER 10 P.M.	DATE HIRED

EMPLOYMENT – SEE REVERSE SIDE RE HOURS

INTERSTATE COMMERCE-FLSA
YES . . . . . NO . . . . .

SEE REVERSE SIDE RE WAGES

TOTAL HOURS OF EMPLOYMENT PER DAY	M	T	W	TH	F	SAT	SUN

TOTAL HOURS PER WEEK . . . . . Does Student Work After 10 p.m. Yes . . . . . No . . . . .

SIGNATURE OF EMPLOYER

EMPLOYER'S WORKERS' COMPENSATION CARRIER

2. STATEMENT OF PARENT OR GUARDIAN REGARDING MINOR

NAME OF SCHOOL	SEX	SOCIAL SECURITY NUMBER	GRADE LEVEL	AGE	DATE OF BIRTH	BIRTHPLACE (STATE)

THIS EMPLOYMENT MEETS MY APPROVAL
YES . . . . . NO . . . . .

SIGNATURE AND RELATIONSHIP (MOTHER, FATHER OR GUARDIAN)

DATE

3. STATEMENT BY SCHOOL OFFICIAL

TYPE OF STUDENT:
- Regular ☐
- Work Exp. Ed. ☐
- Vacation employee ☐
- Exempted student ☐
- Graduate ☐
- Other ☐

SIGNATURE OF SCHOOL OFFICIAL

WORK PERMIT REQUESTED
yes ____ no ____

PROOF OF AGE
Birth Cert. . . . . .
Sch. Record . . . . . .
Other . . . . . .

Date

This is to certify that the above information agrees with the records of this school.

IPE-1 1-20M876-1 77

SEE REVERSE SIDE FOR PERTINENT STATE AND FEDERAL REGULATIONS

INTERVIEW ASSESSMENT

☐	1.	Too nervous
☐	2.	Good posture
☐	3.	Good eye contact
☐	4.	Was well prepared
☐	5.	Indicated interest in company and job
☐	6.	Let the interviewer take the lead
☐	7.	Gave clear and concise answers to questions
☐	8.	Talked too much
☐	9.	Was caught "off guard" with some questions
☐	10.	Understood how and when to follow up the interview

THE LAW

Mini-Case to Accompany Tape Eighteen

WHO GOES WHERE?

"Dad says it's up to us. We can live with either him or Mom. He'll be glad to have us."

Realizing his sister, Laurie, 11, wanted to talk, Tom 16, put down the book in which he had been studying.

"Tom," Laurie said, "I don't want to decide. I love them both. Why can't we all stay together the way we always have?"

Tom was patient. "I don't want to decide either. But it's not up to us. They're going to get a divorce and Dad is moving out. Mom is going to go to work. She says with the money she makes and with what Dad pays to support us we can stay in this house.

"The trouble is," Tom continued, "Dad wants us too. He says I'm old enough to decide for myself. I can pick who I want to live with because I'm more than 14. But, since you're only 11, you will have to stay with Mom."

"Don't leave, Tom." Laurie was begging. "With Mom and Dad fighting all the time, you're all I have. I'm scared."

The blonde woman who had been weeding the front yard under the window finally could not take it any more. She dropped her tools and gardening gloves and stole quietly into a darkened back bedroom for another session of silent sobbing.

You won't have all the answers to the questions which follow. But do your best. Think about what you've learned. Your teacher will be able to help with answers and explanations.

1. Is it true that children can decide which parent they want to live with? _____

   Explain: _____

2. Can Tom really pick the parent he wants to live with because he is over 14? _____

   Explain: _____

3. Do children automatically have to stay with their mother if she can care for them?

   _____ Explain: _____

   _____

4. Does the father always have to provide money for child support? _____

   Explain: _____

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Student Post-Test

1. The_____branch of government makes laws.
   a. executive
   b. legislative
   c. judicial
   d. administrative

2. Laws are enforced by the_____ branch of government.
   a. judicial
   b. administrative
   c. legislative
   d. executive

3. A crime is considered to be an act_____ _____.
   a. against the people
   b. committed with or without intent
   c. involving a positive action
   d. committed with malicious intent only

4. A felony is more serious than a _____.
   a. murder
   b. battery
   c. misdemeanor
   d. rape

5. Assault is_____.
   a. a physical beating
   b. an attempted battery
   c. an attack using firearms
   d. an attack causing injury

6. Beating or use of force on another person is _____.
   a. a misdemeanor
   b. homicide
   c. battery
   d. assault

7. An act of murder must include _____.
   a. intent only
   b. use of weapons
   c. planning
   d. malice aforethought

8. Rape is committed _____.
   a. on unmarried persons only
   b. only upon a woman
   c. on any person, regardless of sex
   d. only after the victim has been subdued by force

9. A requirement for the crime of adultery to exist is _____.
   a. both parties must be married to others
   b. one party must be a minor
   c. one party must be married to someone other than the other person involved in the crime
   d. one party must be unmarried.

10. When a person enters a building or other enclosure with intent to commit a felony, the crime is _____.
    a. burglary
    b. fraud
    c. mayhem
    d battery

11. Apprehension occurs _____.
    a. when a criminal is booked
    b. when a suspect is taken into custody
    c. any time a crime is committed
    d. when a suspect is brought into court

12. Fingerprinting and photographing suspects is part of the process of _____.
    a. arrest
    b. arraignment
    c. trial
    d. booking

13. Arraignment occurs _____.
    a. in court
    b. in a police station
    c. at the scene of the crime
    d. in jail

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HEALTH

Instructions to follow when involved in an accident:

Every driver involved in an accident is legally required to remain at the scene of the accident, render aid, and give pertinent information to others involved and to law enforcement officers.

1. Use every method possible to warn oncoming traffic of the danger at the scene of the accident.
2. Give reasonable aid to the injured. Do not move them unless it is absolutely necessary.
3. Notify the State Patrol, police or sheriff, and request a doctor and ambulance if needed.
4. Obtain and give necessary information for the accident report, including names of witnesses and police officers.
5. If there is an injury, death or $100 damage to any one person's property, make a full written report of the accident within 24 hours. The report should be given to the State Patrol, city police or sheriff.

When involved in a collision with an unattended vehicle, leave pertinent information in a conspicuous place on the damaged property. Try to locate the owner, and then report the accident to the proper authorities.

20. Accident Instructions

1. If you are involved in an accident, is it all right to leave the scene if the accident was not your fault?

   _____

2. If you must file an accident report, how much time do you have to file it?_____

3. To whom should you give the accident report?_____

4. If there was property damage of $150 and someone was injured, must you file an accident report?

   _____

5. If there was $50 property damage and no one was hurt, must you file an accident report?

   _____

6. What should you do about traffic before the police get to the scene?

   _____

7. What words in the instructions say you should leave a note with your name, address, and phone number on the parked car you just dented?

   _____

What do you think?

8. Why shouldn't injured persons be moved?_____

9. Why should you get the names of witnesses?_____

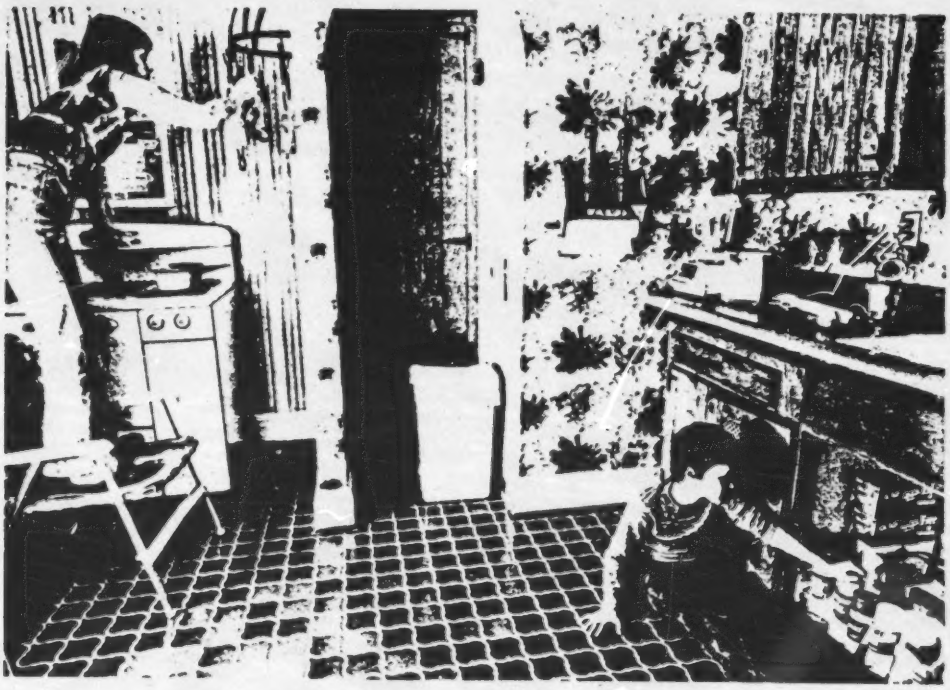
10. What information should the drivers involved in the accident give each other?

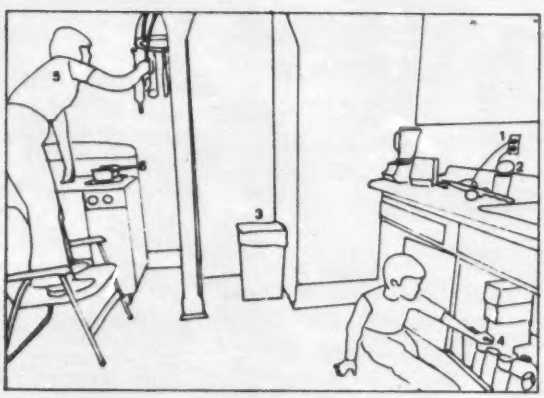
    _____

    _____

Interpreting Visuals

Directions: *Match the explanation of the dangers shown in each photograph with the corresponding number in the diagram. The first one is done for you.*





	Insert Number	
A.	6	handles of pots sticking out over stove edge
B.	_____	cans of poisonous cleansers
C.	_____	standing on folding chair to reach cabinet shelf
D.	_____	ragged can top left on can standing on counter
E.	_____	open garbage pail
F.	_____	appliances left plugged in when not in use

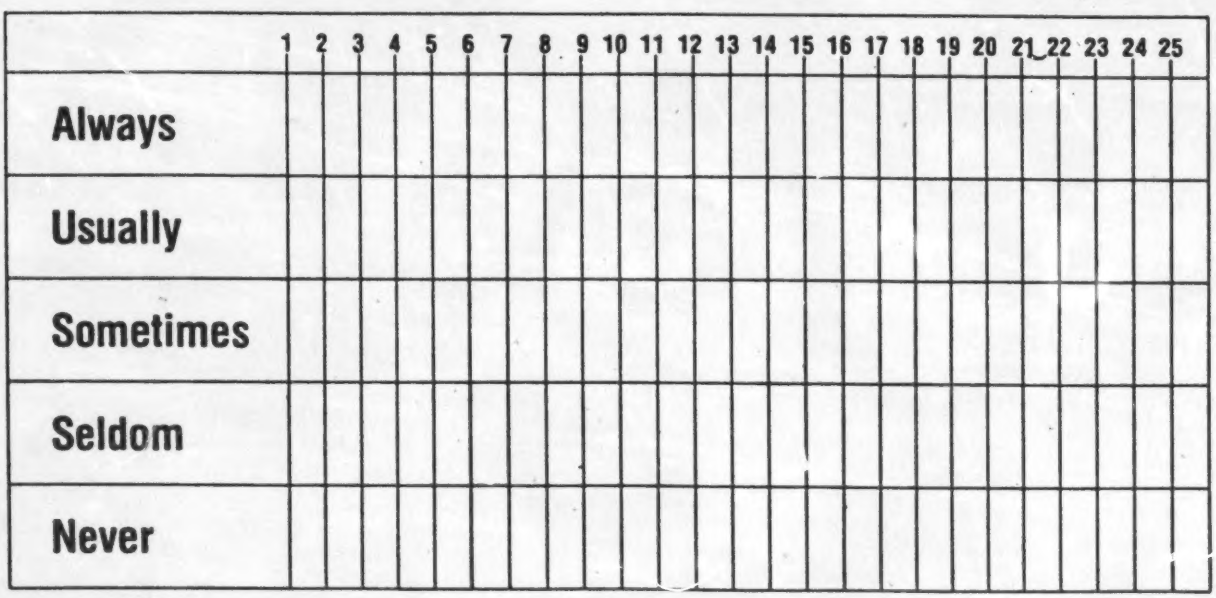
CONSUMER AWARENESS

GOOD-BUY!

Here's your chance to rate yourself on shopping skills. Look at the questions on this page. Then put dots on the chart to show your answers to the questions. Each question can be answered by "always," "usually," "sometimes," "seldom," or "never." For example, suppose your answer to the first question is "usually." You would put a dot on the chart across from "usually" — on the chart's line for the first question.

After you finish, connect all of your dots with a line. Is the line mostly near the top of the chart? Or is it mostly near the bottom? How do you rate as a smart shopper?

1. I compare brands to see which brand is a better buy.
2. I avoid buying things I don't really need.
3. I read labels to make sure that the item suits my needs.
4. I budget my money so I know how it is being spent.
5. I count my change.
6. I check to make sure the price on an item that is marked "reduced" or "special" really is.
7. I return things that are broken or do not work.
8. I take into account the "hidden cost" of items (batteries, etc.) when I make a purchase.
9. I save sales slips and receipts.
10. I check to see if something can be returned or exchanged before I buy it.
11. I keep guarantees and warranties in a safe place.
12. I have some money set aside for emergencies or unexpected expenses.
13. I keep my clothes and personal property in good condition.
14. I make sure that all "promises" and guarantees are put in writing.
15. I read food labels to figure out the cost per serving.
16. I know the terms of a warranty before I make a purchase.
17. I ask for a written estimate before I have something repaired.
18. I know where to call or write if I've been cheated by a store.
19. I know how to have fun when I'm "broke."
20. I still like most of the things I buy even when they are no longer new.
21. If I use credit, I know how much it is costing me.
22. I know the reputation of the stores in which I buy goods or services.
23. I read the manufacturer's instructions for the care of clothing or equipment.
24. I know when to buy certain items at their best prices.
25. If I'm going to buy something, I check the price in several stores before I buy it.



LOANS AND CREDIT - Promissory Notes - Assignment # 6:

Answer the questions below:

Dated at Palm Springs, CA, January 15 19 79 $ 300.00

On Demand, or if no demand is made then on July 15, 1979 FOR VALUE RECEIVED, the undersigned promises to pay to the order of THE BANK OF CALIFORNIA, National Association at its Branch office in this city

Three hundred and no/100 - DOLLARS

with interest thereon at the rate of twelve per cent per annum (based on a 360-day year) from January 15, 1979

until paid, both principal and interest payable in lawful money of the United States. Interest payable on due date. If interest is not paid as above provided, or the undersigned or any endorser or guarantor hereof becomes insolvent, commits an act of bankruptcy, commences or becomes subject to any proceedings under the Federal Bankruptcy Act or any other insolvency or debtor's relief law or dies, or if any property of any of them in the holder's possession or obligation of the holder to any of them is attempted to be held or levied upon by any writ or otherwise, or any notice of sale is given or any sale is made of any property of any of them except in the ordinary course of business, or default is made in the payment of any other indebtedness of any of them to the holder, then the entire indebtedness evidenced hereby shall at the option of the holder become due and payable immediately.

The undersigned further promises, if payment of this note shall not be made at maturity, to pay all costs of collection, and to pay any reasonable attorneys' fees incurred in collection or in a suit or action to collect this note or in any appeal thereof. The unpaid balance of principal and any accrued interest shall bear interest from the date the principal balance becomes due hereunder at the rate per annum (based on a 360-day year) of 12% or 5% above the prime interest rate charged by the Bank at the date of default, whichever is higher; except that if this note is payable in Oregon or Washington the unpaid balance of principal and any accrued interest shall bear interest at the highest rate permitted by law. If this note is signed by more than one person the obligations of the signers shall be joint and several.

x Charles B. Brown

CL-186(Rev.9-75)

x _____

1. What is the length of the loan? _____
2. What is the interest rate? _____
3. How much is the loan for? _____
4. How much interest will be charged? _____
5. What is the total amount payable on due date? _____
6. What can happen if you are late paying your note off?

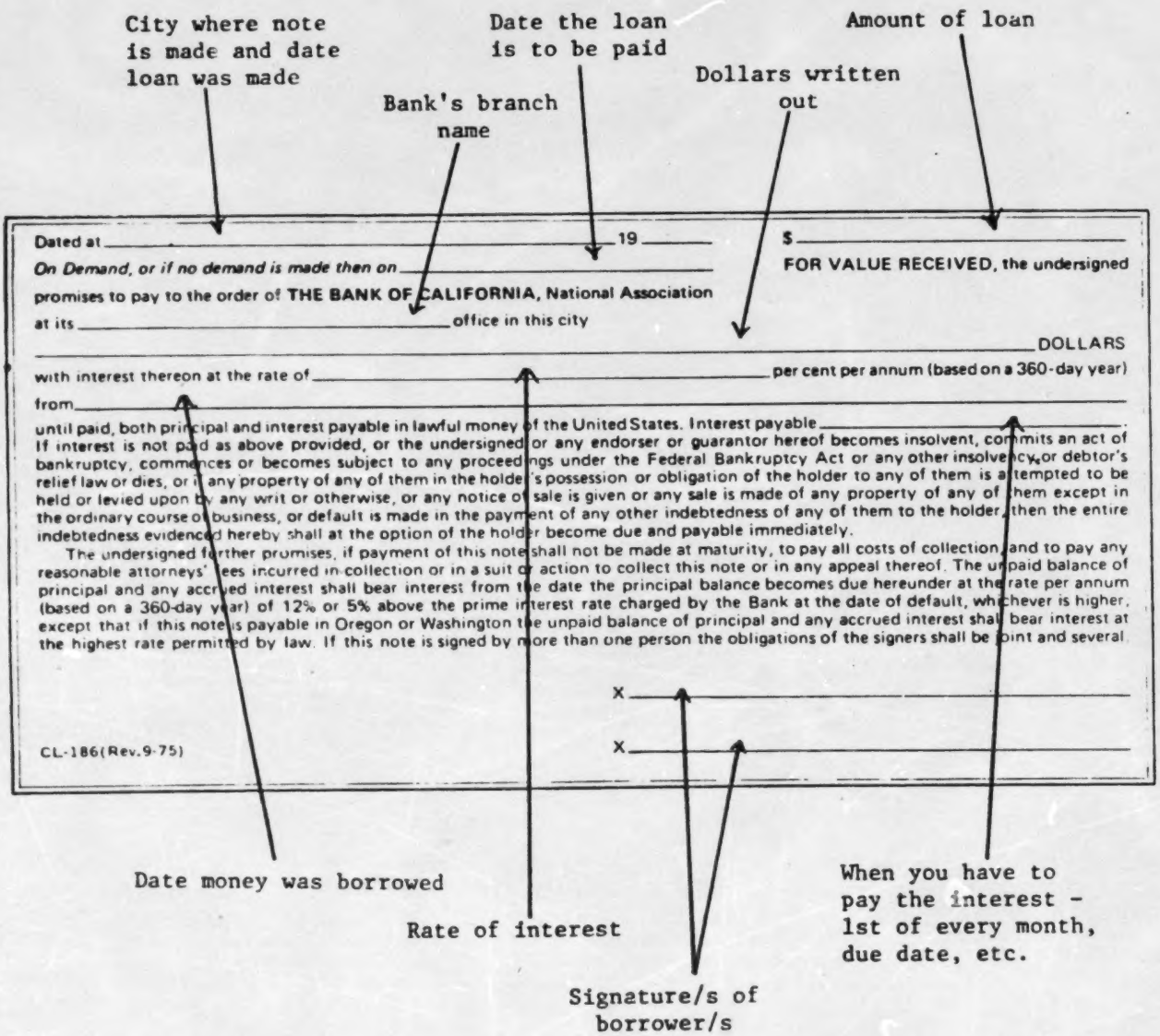
_____

_____

_____

LOANS AND CREDIT - Promissory Notes

Below is one form of the Promissory Note. Each bank or loan company will have its own forms. All of the notes will contain the same type of information.


City where note is made and date loan was made
Date the loan is to be paid
Amount of loan
Dollars written out
Bank's branch name
Dated at _____ 19 ____
$ _____
On Demand, or if no demand is made then on _____
FOR VALUE RECEIVED, the undersigned
promises to pay to the order of THE BANK OF CALIFORNIA, National Association
at its _____ office in this city
_____ DOLLARS
with interest thereon at the rate of _____ per cent per annum (based on a 360-day year)
from _____
until paid, both principal and interest payable in lawful money of the United States. Interest payable _____.
If interest is not paid as above provided, or the undersigned or any endorser or guarantor hereof becomes insolvent, commits an act of bankruptcy, commences or becomes subject to any proceedings under the Federal Bankruptcy Act or any other insolvency or debtor's relief law or dies, or if any property of any of them in the holder's possession or obligation of the holder to any of them is attempted to be held or levied upon by any writ or otherwise, or any notice of sale is given or any sale is made of any property of any of them except in the ordinary course of business, or default is made in the payment of any other indebtedness of any of them to the holder, then the entire indebtedness evidenced hereby shall at the option of the holder become due and payable immediately.
The undersigned further promises, if payment of this note shall not be made at maturity, to pay all costs of collection, and to pay any reasonable attorneys' fees incurred in collection or in a suit or action to collect this note or in any appeal thereof. The unpaid balance of principal and any accrued interest shall bear interest from the date the principal balance becomes due hereunder at the rate per annum (based on a 360-day year) of 12% or 5% above the prime interest rate charged by the Bank at the date of default, whichever is higher, except that if this note is payable in Oregon or Washington the unpaid balance of principal and any accrued interest shall bear interest at the highest rate permitted by law. If this note is signed by more than one person the obligations of the signers shall be joint and several.
X _____
X _____
CL-186(Rev.9-75)
Date money was borrowed
Rate of interest
When you have to pay the interest - 1st of every month, due date, etc.
Signature/s of borrower/s

PART THREE

OBJECTIVE: IDENTIFY VARIOUS ADVERTISING TECHNIQUES AND APPEALS BY CORRECTLY MATCHING EACH APPEAL OR TECHNIQUE WITH THE APPROPRIATE DESCRIPTIVE PHASE.

Now that we have a pretty good idea of what advertising is and how it might be classified into three basic categories according to the audience it is designed to reach, let's take a good look at some of the more popular approaches or appeals which are used in advertisements today.

INFORMATION	Ads which give simple, direct information are limited pretty much to classified ads, or general ads for equipment such as typewriters, lawnmowers, pocket calculators, etc.
STATUS	If you use the product, you will be one of those who "made it," one who uses only the best, one who has climbed the ladder of success.
PEER APPROVAL	If you want more friends, who like you better, and want to have more fun, then use the product. The reverse approach is sometimes used when an ad implies that if you *don't* use the product, you will offend people without knowing it.
GOOD TASTE	By using the product, you show that you're the kind of person who enjoys the finer things of life, that you're really "cool" and relaxed about yourself.

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PART THREE (continued)

HERO ENDORSEMENT	These ads are designed to make you feel that if you use the product, you will become like the well-known person who endorses the product.
SEXUAL ATTRACTION	If you use the product, members of the opposite sex will fight over your charms. If you don't use it, you will always be a "wallflower."
JOIN THE GANG	Everybody else is using the product, why don't you? That's the "pitch" used by this kind of ad.
ENTERTAINMENT	Some ads, particularly TV and radio commercials, are mostly entertainment. But underneath the entertainment, the advertiser wants you to remember the product by association with something you enjoyed.
INTELLIGENCE	This approach suggests that if you use the product, you are sensible and able to avoid advertising gimmicks. You can make up your own mind about what you want to buy or use.
INDEPENDENCE	If you use the product, people will know that you think and act for yourself, that you don't care what the rest of the world thinks, that you don't really need popular consumer products, and that you're buying after-shave or suntan lotion because you WANT to.
DANGLING COMPARATIVES	A much used and possibly dangerous device. Statements such as "makes you 100% healthier" – healthier than WHAT??; or "stops better on wet roads" – better than WHAT??

You might be able to think of other techniques and appeals used in advertising today, but this list contains most of the popular ones. An individual advertisement may use more than one appeal, combining several in a complicated pattern designed to *make you want to buy*. A good way to test your understanding of these appeals is to read or watch ads and commercials and determine which appeals are being used.

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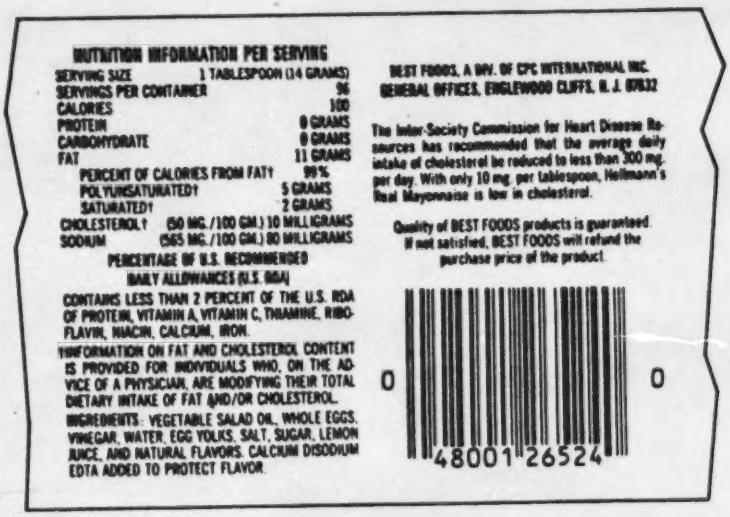
Labels—and What They Tell You



NUTRITION INFORMATION PER SERVING

SERVING SIZE	1 TABLESPOON (14 GRAMS)
SERVINGS PER CONTAINER	96
CALORIES	100
PROTEIN	0 GRAMS
CARBOHYDRATE	0 GRAMS
FAT	11 GRAMS
PERCENT OF CALORIES FROM FAT†	99%
POLYUNSATURATED†	5 GRAMS
SATURATED†	2 GRAMS
CHOLESTEROL† (50 MG./100 GM.)	10 MILLIGRAMS
SODIUM (565 MG./100 GM.)	80 MILLIGRAMS

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)

CONTAINS LESS THAN 2 PERCENT OF THE U.S. RDA OF PROTEIN, VITAMIN A, VITAMIN C, THIAMINE, RIBOFLAVIN, NIACIN, CALCIUM, IRON.

†INFORMATION ON FAT AND CHOLESTEROL CONTENT IS PROVIDED FOR INDIVIDUALS WHO, ON THE ADVICE OF A PHYSICIAN, ARE MODIFYING THEIR TOTAL DIETARY INTAKE OF FAT AND/OR CHOLESTEROL.

INGREDIENTS: VEGETABLE SALAD OIL, WHOLE EGGS, VINEGAR, WATER, EGG YOLKS, SALT, SUGAR, LEMON JUICE, AND NATURAL FLAVORS. CALCIUM DISODIUM EDTA ADDED TO PROTECT FLAVOR.

BEST FOODS, A DIV. OF CPC INTERNATIONAL INC.
GENERAL OFFICES, ENGLEWOOD CLIFFS, N. J. 07632

The Inter-Society Commission for Heart Disease Resources has recommended that the average daily intake of cholesterol be reduced to less than 300 mg. per day. With only 10 mg. per tablespoon, Hellmann's Real Mayonnaise is low in cholesterol.

Quality of BEST FOODS products is guaranteed. If not satisfied, BEST FOODS will refund the purchase price of the product.

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Mrs. Valdez began to read the labels on food items. She learned that the government has made it a law that labels on foods list the ingredients. Ingredients are listed in order of quantity. The ingredient listed first is the one with the largest amount found in the food.

***Directions:** Use the food label above to answer each question.*

1. Which ingredient is there most of in this food item? _____

_____

2. What information does the left side of the label tell you? _____

_____

3. What is the size per serving given? _____

_____

4. What does U.S. RDA mean? _____

_____

5. How much does this food item contain of the U.S. RDA? _____

_____

PUBLISHERS

1. ACT Program
   Educational Services Division
   P. O. Box 168
   Iowa City, Iowa 52240
   (319) 356-3942

2. Adult Performance Level Project
   University of Texas at Austin
   Education Annex S21
   Austin, Texas 78712
   (512) 471-4623

3. Argus Communications
   7440 Natchez Avenue
   Niles, Illinois 60648

4. Binford and Mort
   2536 S. E. Eleventh
   Portland, Oregon 97202

5. Cambridge Book Company
   24746 Via Princesa
   El Toro, California 92630
   (714) 830-7541

6. CEBCO Standard Publishing
   104 - 5th Avenue
   New York, N. Y. 10011

7. Changing Times Education Service
   1729 H Street, N.W.
   Washington, D.C. 20006

8. Facilitation House
   Box 611
   Ottawa, Illinois

9. Hart Publishing Co., Inc.
   New York, N.Y. 10003

10. Janus Book Publishers
    3541 Investment Boulevard, Suite 5
    Hayward, California 94545

Publishers (continued)

11. Lakeshore Curriculum Materials
1144 Montague Avenue
San Leandro, California 94577
(415) 483-9750

12. New Readers Press
Division of Laubach Literacy International
Box 131
Syracuse, New York 13210

13. Pennant Educational Materials
8265 Commercial Street, Suite 14-B
La Mesa, California 92041

14. Scholastic
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

15. Steck-Vaughn Company
807 Brazos
P. O. Box 2028
Austin, Texas 78768